



Year 3 Gymnastics Unit 1 Lesson 1

Learning Intentions

1. Create a sequence of 2 contrasting elements
2. Demonstrate extension in shapes
3. Produce flow in sequence

Skill Development: Extend into full range in balance/shape

Success Criteria

1. I can create a sequence using two contrasting shapes
2. I can perform a contrasting sequence using the floor and low apparatus
3. I can show 'flow' in a sequence

National Curriculum Links

To create and perform a sequence showing contrasting shapes and actions

Literacy and Numeracy Links

- L** Describe what is meant by the term contrasting.
- N** Show symmetry in balances

Starter Activity

Leaping Ladders part 1

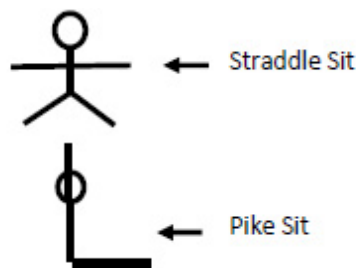
Children lie on the floor face down in a line as if they are the rung of the ladder ensuring a small space in between each person. The first person should get up and go up the ladder jumping over each person then lie down at the end of the ladder. Once they lie down the teacher calls and the next person at the end of the ladders jumps up. Keep going so the first person is back at the beginning or once you reach a certain distance. Ensure children do not go too fast that they step on other children and that the children lying down are lying down flat.

Skill Development

Extended into full range in balance/shape

Give children a small amount of time to work on each of the following suggestions. Encourage them to think about the different body parts they are on for example smallest shape on toes or back etc. or tallest standing shape or tallest lying down form.

1. Make yourself as small as possible then make yourself as tall as possible
2. Make yourself as wide as possible make yourself as thin as possible
3. Sit on the floor with bent knees, and head tucked into the chest (curled position/tuck sit) extend legs out, so they are straight with toes pointed, lift head, and upper body so back is straight and extend arms above head with elbows close to ears (pike sit)
4. Can you continue from a tucked sit position to make any other shapes, e.g. straddle sit, tucked V, extended V, dish shape?



Teaching Points

Straddle & Pike sit

1. Show good body tension throughout
2. Identify the muscles used to hold shapes
3. Extend through toes and fingers



Key Questions

1. Can you name two contrasting travelling actions?
2. Can you name two contrasting shapes to use in balances?
3. How can we make sure the sequence flows?
4. How can we improve our own and others performance?
5. Can we see different levels and pathways being used?

Assessment For Learning

Create and perform a sequence including contrasting actions, e.g. two jumps and three balances, showing different shapes and demonstrating extension when balancing and flow when transferring weight. One action should become the beginning of another.

Challenge: Change speed, level, direction and pathways

Development: Use low apparatus as a stimulus to move along in different pathways, change the focus, e.g. perform all balances in symmetry or make sequence shorter using more straightforward balances and actions.